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ABSTRACT

Intended to assist in the evaluation of community education programs, this guide is for program decision makers, primarily at the local level, including staff of school districts, park and recreation departments, other local and state agencies, and private citizens serving on community education boards and councils. Part 1, Evaluation and Community Education Programs, describes an eight-step process for developing and conducting an evaluation that can be applied to two frequent situations: need for a rigorous and complex evaluation design and answers to a few questions. Topics include purposes of program evaluation, when and how to evaluate a program, and use of program performance reports in evaluation. Part 2, Community Education Concerns and Evaluation Questions, covers materials on twelve topics of concern in relation to a community education program: program objectives; advisory council; interagency cooperation/coordination; courses/classes; health/social services; recreational, social, and cultural activities; community development; organization and staffing; resource utilization; impacts on school system; impacts upon community; and impacts on individuals. Each topic is presented in a format that covers what is meant, why evaluate, possible evaluation questions, and sources and approaches (including sample evaluation questions with possible sources of information and possible indicators of performance). Part 3 presents a sample performance report. (YLB)

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DOING YOUR COMMUNITY EDUCATION EVALUATION: A GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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U.S. Department of Health, Education and Welfare

Office of Education

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Preface

This guide is intended to assist in the evaluation of community education programs. It has been prepared under the auspices of the National Community Education Advisory Council and developed around the concept that evaluation should be viewed as a process for improving program performance. Thus, its underlying purpose is to contribute to improved programs in local communities across the nation.

The guide has been written for program decision-makers, primarily those at the local level. These include staff of school districts, park and recreation departments, other local and state agencies and private citizens serving on community education boards and councils.

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Acknowledgments

Development Associates' (DA) formal involvement with community education evaluation began in 1977 with the award of a contract from the U.S. Office of Education and the Community Education Advisory Council to design and implement the first national evaluation of federally-supported community education projects. Since completing that study, DA staff have worked with numerous state and local programs and are currently conducting a second national evaluation of the Community Schools Act. This supportive organizational climate has contributed significantly to this guide.

Conceptual and material support have been provided throughout by the staff of the Community Education Program in the U.S. Office of Education. Ron Castaldi has supported and monitored the effort since it began. Bernie O'Hayre and other program staff were invaluable in arranging the field tests of the program performance report contained in Part 3. Special thanks also go to the more than 100 state and local program directors who critiqued the reporting form at various stages of development.

In preparing the guide and related activities, DA has worked closely with three leading community educators: Drs. George Wood, David Santellanes and Keith Rogers. They are primary authors of Part 2 of this guide and have made contributions throughout. Dr. Gerald Hanberry of Development Associates has made major contributions to the content of the entire guide, and particularly in Parts 1 and 3.

At various stages, Drs. Milton Goldsamt and JoAnne Willette of DA's research staff have made important contributions when reviewing, critiquing and supplementing draft material. So too have numerous others. The graphic design and illustrations for the guide have been done by Maria Falade.

Malcolm B. Young
Project Director
February, 1980

Introduction

The purpose of this guide is to provide a useful and workable process for "Doing Your Community Education Evaluation." The guide includes a variety of related evaluation ideas and materials. Throughout, brevity and useful application have been emphasized rather than a more theoretical approach. Thus, the guide is not:

- A textbook on evaluation research; or
- A "cookbook" or manual with specific steps, and instruments that must be completed.

The guide is a:

- Tool to assist the user in developing an evaluation that fits their unique needs;
- Source of community education evaluation ideas and questions; and
- "Map" with various routes to a common destination - an improved program.

Some community education decision-makers and users of this guide will have the need and resources to implement rigorous and complex evaluation designs while some will be seeking answers to only a few relatively straightforward questions. Part 1, Evaluation and Community Education Programs, describes a process for developing and conducting an evaluation which can be applied to either situation.

Since community education serves each community's own particular needs and desires, community education programs are often very different in terms of philosophy, goals, scope, resources and general approaches. Part 2, Community Education Concerns and Evaluation Questions, covers materials on a variety of possible program areas. The evaluator can refer to those areas which are represented in the program being evaluated.

While Part 1 and Part 2 are necessarily related, the 12 areas of concern in Part 2 could be used effectively with other evaluation models or approaches. The guide is intended to be useful within a variety of settings and evaluation processes.

How to Use This Guide

In a real sense, this guide contains a set of interrelated directions for a systematic application of a process for evaluating community education programs.

First, "scan" the guide. Pay attention to the "flow" of the process and get the feel of what is being presented, rather than concentrating on each isolated detail; don't get "hung-up" on the first thing that you like or don't like.

Second, after you have reviewed the guide, think back through the eight steps of the evaluation process in Part 1, step-by-step, in order to test-out the usefulness of the process to your program. This activity will help you decide how to use this guide.

Now, shift to Part 2 and begin to examine the topics of concern in relation to your CE program. Remember that you can use the resources and information in Part 2 with a variety of evaluation processes and that all 12 topics will not likely be included in any single evaluation plan. You should decide which topic and associated evaluation questions (and related sources and approaches, performance indicators, etc.) will fit your evaluation needs at this time.

These few observations and suggestions should prove helpful as you make use of the following materials in "Doing Your Community Education Evaluation."

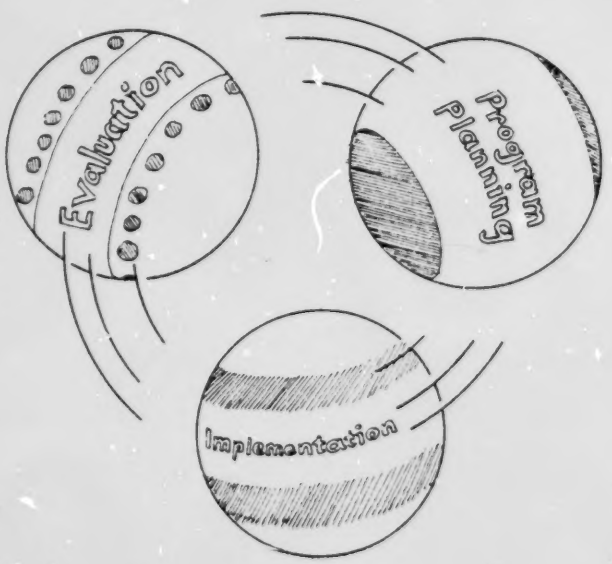
1

Evaluation and Community Education Programs

Good program management calls for an on-going review of a program's plans and their implementation. The basic questions in this review are: What worked? What contributed to those successes? What went wrong? Were there problems of implementation that had not been anticipated? Were the goals unrealistic? Were the criteria or standards faulty for measuring success? What changes should be made?

By working back and forth among program planning, implementation, and evaluation, community education leaders can assure that program decisions and procedures will be more realistic and the needs of the community will better be met.

PROGRAM MANAGEMENT PROCESS



Program evaluation is a management process which provides information for measuring and improving the effectiveness of program performance. It has two major functions: (1) decision-making, and (2) accountability. To some extent, evaluation involves measurement in that data are systematically collected and analyzed. But it also involves judgment because the data can provide only the basis for decision-making. However, decisions based upon sound evaluation procedures are more credible than those based on unstructured impressions because documented evidence can be provided to substantiate the decisions.

A successful evaluation is not necessarily one which declares that all of the program's goals have been met, but rather is one which tells how the program is doing and why. To be useful in decision-making, an evaluation should describe and explain. It should provide facts which objectively describe the activities of interest and explain why things are as they are. With these ingredients, program plans can be made, procedures can be changed, activities can be added or deleted, and support can be justified and obtained. Thus, evaluation findings can be used to improve a program's public image. Such improvement and decisions can be made during the on-going operation of the program and near or at the end of the program year. Even quite negative findings can be useful for determining corrective action.

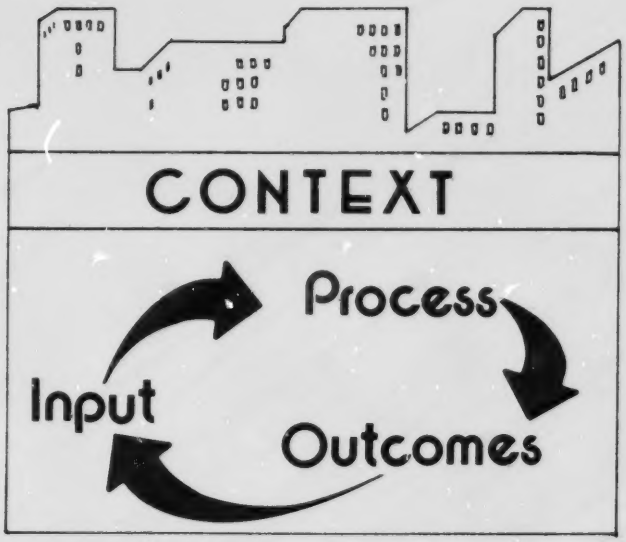
Among the practical reasons for evaluation are:

- To identify what kinds of action work most effectively to meet program goals;
- To avoid conducting activities which are unrelated to goals and objectives;
- To analyze program strengths and weaknesses;
- To identify and describe the inputs/processes/outcomes, stated and unstated;
- To convincingly attribute the impact to program activities;
- To provide data for reports to various groups such as committees, advisory groups, and funding agencies;
- To meet requirements for program evaluation mandated by a state or federal agency as a condition of funding; and
- To provide information for policy decisions, program planning, and program improvement.

Evaluation may involve complicated statistical designs and procedures, but in most cases where program evaluation is being carried out on a relatively small scale, sophisticated techniques are not necessary. The complexity of the evaluation should be directly related to the complexity of the program and the nature of the management decisions to be made.

Useful evaluations require a clear understanding of the program. The elements of a community education program are its context, inputs, processes, and outcomes.

OVERVIEW OF PROGRAM ELEMENTS



Following is a description of each of these program elements:

Context refers to conditions within which the program operates, including the limits and content of the community, program and related social environment of the area served. Some of the questions pertaining to this component are: What are the needs and problems of individuals, community and the schools? What resources/assets are already available, used, or not used? What are values and goals held by the school system for community education? How many residents need/desire a community education program? What are the desired/actual uses of community-school facilities? What information is needed or exists about policies, regulations and guidelines on after-hours school use, financial support for community education, etc.

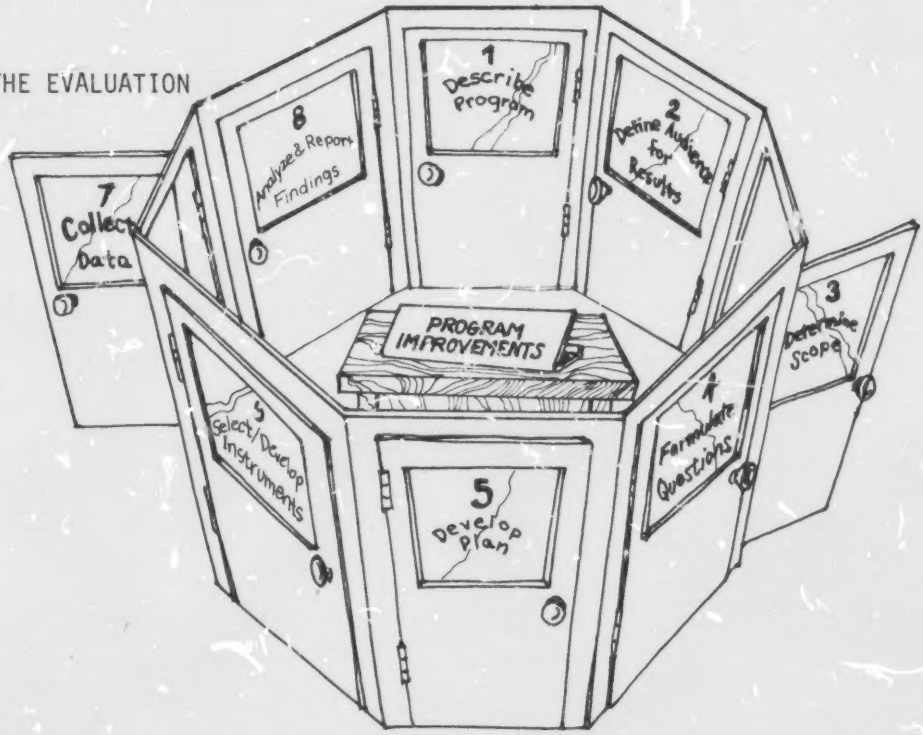
Input involves the strategies as well as the human and material resources that go into implementation of program activities. What existing capabilities does the program or community now have? Does it have local advisory councils or staff with leadership and community education skills? How are various agencies and social service organizations involved in the program? What overall planning and decision-making methods are desired and appropriate?

Process involves the methods used to implement the program. Process data provide decision-making information during the life of the program and also information for interpreting outcomes. Is the program proceeding as planned? What problems exist in meeting the needs of the community? Are the program's services and activities (e.g., evening recreation, problem-solving groups) working? What are the attitudes and opinions of the school and government officials, advisory council members, staff, and community residents? Are the citizen participation activities effective?

Outcomes are the accomplishments of the program not only at its end, but also during its life. What community services are now available that were not before the program began? What problems have been resolved? Were the formal objectives met? What were the accomplishments of the program that were not planned or expected?

Thus, a program can be evaluated in terms of what it has accomplished (outcomes) within a particular setting (context) utilizing certain resources and strategies (input) to implement activities (process). Ideally, a program's accomplishments (outcomes) and the achievement of its objectives will result from chosen activities.

STEPS IN THE EVALUATION PROCESS



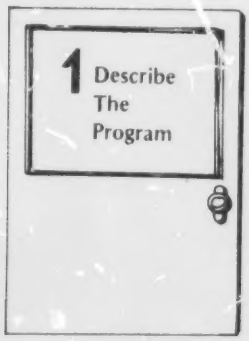
Evaluation should be a continuous process related to program activities. The assessment of program operations and accomplishments should not wait until the program is over. Rather, the program activities should be continually reviewed and evaluated to see if they are achieving their purpose and to see how they can be improved. Therefore, the time to begin the evaluation is now!

Steps in the evaluation process are illustrated above and a discussion of each follows.

How to Get Started?

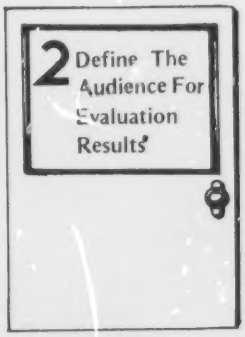
The eight steps of this evaluation process are not necessarily intended as a "lock-step" procedure. This is a guide. Thus, it is best to think of each step as an interdependent element of an overall process that you create to help you evaluate and improve your program. As you progress from step to step, keeping this overall purpose in mind, you will think of items, questions, or ideas for one of the other steps, and those ideas should be recorded or saved. At any step in the process, you may find ways to improve the program. While each step is generally important, and Step 1 is crucial to an effective evaluation, "starting where you can start"

is a principle that might be followed in the early stages of developing your evaluation plan.

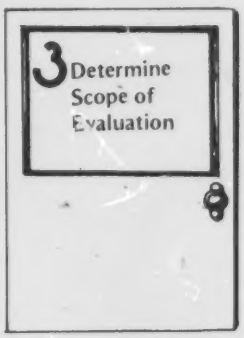


A first step in planning an evaluation is to describe the program. The Overview of Program Elements on page 3 provides a framework for such a description. Minimally, the description should contain a brief statement of the purposes of the community education effort, the major activities to be undertaken, the resources to be used, and the results expected. The description typically should be brief and always should be clearly written.

Essentially, the statement serves to clarify the view of what is to be managed and then serves as an outline for use in the evaluation. In addition, it may be useful for other purposes: as a summary of the program for program staff, school officials, and the general public; and, as a part of a final report. The purpose of the overview, then, is to describe the program in simple language.

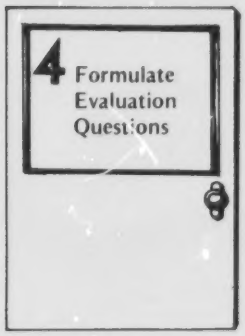


The second step in planning an evaluation is to define those who will use the evaluation results and their informational needs. The audience may include a range of decision-makers or potential information users such as the project director, community council, teachers, administrators, or government officials and planners. Often, the program staff, teachers, and administrators will be most interested in data related to improving individual performance, while policy-makers and planners will be more interested in aggregate data. The task is to identify the specific groups of users and what they need to know (related to Step 4). You can then design the evaluation to meet these needs.



The scope of a useful evaluation is defined by the information needs of the audiences defined in Step 2. These needs determine the specific components that should be evaluated. Some programs may want to evaluate only basic services, while other programs may want to include all components. The important thing is to select exactly which parts of the program are to be evaluated. If

the program has a number of supplementary activities, all of the activities may need to be included for a realistic evaluation. However, the scope of the evaluation will also be determined in part by cost and resources. Once the users for the findings and the specific area or component(s) to be evaluated have been clarified, then specific sets of questions should be formulated in order to gather data for the analysis.



Evaluation questions are general questions which grow out of the first three steps and guide the evaluation process. A set of evaluation questions help narrow the focus for the data collection. The questions should relate to providing information that decision-makers and other audiences will find useful. Questions may be formed to clarify management issues, to address the anticipated outcomes of program procedures, and to assess the expected impacts on participants and the community.

A good way to begin selecting questions is to refer to the program's goals and objectives discussed in the overall program (Step 1). A review of any applications for funding may provide needed information. Job descriptions, interagency agreements, and Advisory Council by-laws should also be reviewed if there is some interest in these aspects of the program.

It is generally wise to involve the expected users of the evaluation results in generating questions and planning the design. The most important thing that comes from the first evaluation could be some clarity about what different key people and groups in the community think the community education program should be.

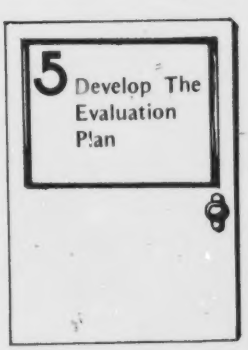
Writing evaluation questions does not require technical skills. Simply write as completely and briefly as possible what it is you want to know. (See Part 2 for an extensive discussion of possible questions.) It may be helpful to begin with a brainstorming session involving several members of the project staff and council. Sometimes a good way to begin is a mini-survey in which five or ten key people are asked to write down the three or four questions they would like investigated. Whatever the approach, it is rarely a good idea for just one or two people to make up the set of questions without some input from others, and it is never a good idea to leave this part of an evaluation entirely to an outside "expert," no matter how skilled the expert may be.

Once a set of questions is assembled, they should be put in order of importance. Time or other resources as well as

availability of information may limit the number that can be addressed. Thus, priorities should be set at the start. Below are some sample evaluation questions.

SOME SAMPLE EVALUATION QUESTIONS

1. To what extent are the formal stated objectives of the program being achieved?
2. What are/were some unexpected/unstated outcomes?
3. How well is the Advisory Council functioning?
4. Why are certain types of people not using the community schools?
5. How could the interagency council be more helpful to its members?
6. Does the school board think it's getting its money's worth? What would it take for them to increase the community education budget?
7. Should there be a community school coordinator assigned to every building or to a combination of several buildings?
8. Do part-time community school coordinators accomplish as much as full-time coordinators?
9. What difference has the program made to the people who have participated in it? How could it become more meaningful?
10. What activities, methods or strategies accounted for the program successes?



After the components to be evaluated have been identified and general evaluation questions are selected to be answered, the overall plan for collecting and analyzing the data can be developed.

A great number of evaluation designs could be applied to the evaluation of community

education programs. Some of these designs contain elaborate methods for determining changes in the community or in participants' behavior which may be due to the program. Though often worthwhile, these methods may be costly and involve considerable time and effort. However, a good deal of valuable information can be obtained by using simple approaches and limited resources.

In developing the evaluation plan, it will be useful to do the following:

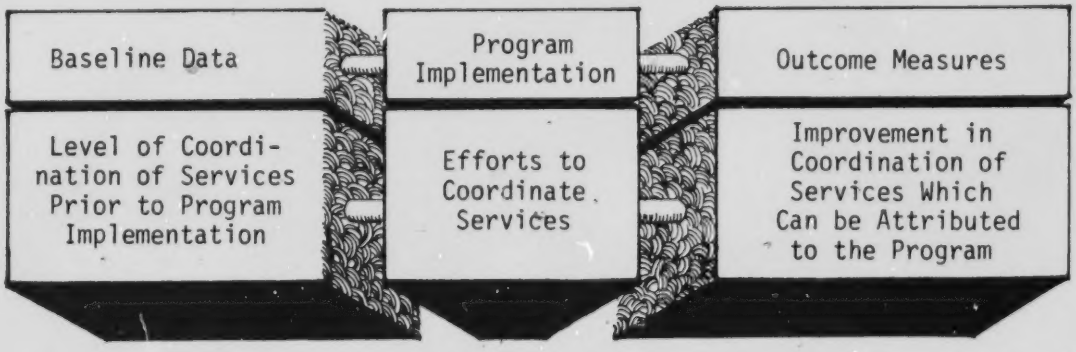
- Develop the criteria and standards to be used in addressing the evaluation questions. That is, specify the type and levels of information which are needed. For example, will a survey of participants' satisfaction with an activity be acceptable or must there be test data or some behavioral measures of accomplishment? And, if attitude data are acceptable, what percentage of the participants should report what level of satisfaction? Appropriate criteria and standards will vary with the type of activity and the use and users of the results.
- Specify the resources which will be needed to carry out the evaluation. How much money? How much time? How many people, etc.?
- Identify the data sources to be used in answering the evaluation questions. For example, will program participants and/or staff be interviewed? Will persons from other agencies and the community be contacted? Will certain sources be useful for addressing some questions and other sources other questions? (See Part 2 for examples.) How much information can be obtained from existing records and documents? (See Section C of Part 1.)
- Determine how many respondents must be contacted. In conducting surveys of the general community or of special groups, it is not always necessary to use elaborate sampling techniques or to contact large numbers -- the need for sophistication depends on how precise the study results need to be. If high precision is necessary (i.e., large sums of money or major social decisions are involved), then professional expertise is needed in designing and selecting the sample, designing the survey forms, and collecting and analyzing the information. However, often all that is desired (or possible) is a general idea of a groups' answers. If this is the case, then such relatively simple sampling approaches as selecting every fifth person to enter a gymnasium, knocking at every tenth door, randomly selecting names from a current membership list or contacting everyone in a small group can be quite satisfactory. What is important, is to try to make sure that those selected are representative of the larger group and have been chosen at random.
- Identify who is going to do the evaluation and develop specific tasks and assignments.
- Schedule the evaluation within a specific time period and advise everyone who will participate in the date collection.
- Plan for data analysis and reporting. Will simple descriptive statistics (percents, averages, etc.) suffice, or are sophisticated statistical analyses required? Will data processing be done by computer or by hand? How will quotes, examples, and other important - but often overlooked - information be reported? Will extra staff be needed or do present staff have the required skills? Will oral or visual presentations need to accompany a written report? To whom?

The evaluation plan is really an overall framework for designing and carrying out the data collection and analysis, and at this point, you should determine how the results of the program will be measured. For example, if a major objective of the program is to coordinate existing community services, it is important to have some measure of the previous level of coordination before the program began in order to assess the impact of the program. This is called "baseline data" because it provides the basis for measuring conditions prior to the implementation of the program which can then be compared to conditions after program implementation. Using the example given, the illustration below shows the relationship of baseline data to outcome data.

If a needs assessment was conducted prior to funding, the proposal or some other document may include the baseline data and should have been included in the program description in Step 1. Baseline data also may be available from school records, the area planning commission, or a variety of other sources. They can also be collected at the beginning of the program. In some instances, this approach may actually be preferable, particularly if the program has had a late start and there is some reason to believe that the data from an earlier needs assessment are no longer relevant or, perhaps, not detailed enough for measurement purposes.

Sometimes circumstances cause an evaluation to start after a project has been implemented and there are no baseline data available that have not been affected, at least in some small way, by the project. When this occurs, the data from the first collection that can be carried out can be used as baseline data from which changes can be measured several months later if the late start is taken into account in explaining the findings. In any event, the method for collecting the baseline data and the outcome data should be coordinated. It may be possible to use the same form and data sources for both the baseline and the outcome data collections.

MEASURING PROGRAM RESULTS


Baseline Data
Program Implementation
Outcome Measures
Level of Coordination of Services Prior to Program Implementation
Efforts to Coordinate Services
Improvement in Coordination of Services Which Can be Attributed to the Program

In addition to measuring outcomes of the program, there may be other program components (see Part 2) which should be evaluated such as the functioning of the Advisory Council or the adequacy of support services. For some evaluations, it may be worthwhile to include a follow up of persons who have completed some program activity and those who have left without completing it.

The data collection plan should include the listing of all tasks required to accomplish this activity along with starting and completion dates, and personnel and training requirements.

The reporting plan will depend on those who will be using the evaluation report. It is often best to assume that a wide range of persons will want to read the report and that oral presentations may also be needed. Thus, the report should be organized so that it can be easily interpreted by everyone who will want access to it, but the requirements or objectives established in Step 2 should be maintained as high priorities.

Once the overall evaluation plan has been designed, it is necessary to develop the forms and questionnaires that may be used to collect the data. These are called the data collection instruments.

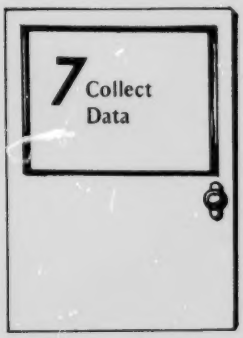
As discussed in Step 4, evaluation questions should address the areas of program objectives (i.e., outcomes), program activities, and program management. Once the evaluation questions have been phrased and potential sources of related data identified, the next step in the evaluation process is to select or develop instruments for acquiring and recording data needed to answer the questions. In some cases data will already be available through ongoing program management/operational activities, i.e., enrollments, counts, and performance reports, as discussed in Section C.

Depending on the nature of the questions posed and the data source(s) available, one or more of a wide variety of types of instruments may be most appropriate. These include categories such as standardized tests or questionnaires, specially developed tests or questionnaires, observation scales, interview guides, document review summary forms, and staff reporting forms. In selecting from these categories, the evaluator should consider important factors such as the instrument's substantive relevance to the question, the validity and reliability of

information obtained, and the cost of securing sufficient copies and analyzing the information.

Perhaps most important from a program management point of view are the considerations of relevance and ease. Because of the particular importance of these two elements, before an instrument is used in the program, it should be reviewed carefully by the program manager to ensure that the specific questions relate to program objectives or activities and that its use will not cause major administrative problems (i.e., violations of privacy laws, excessive complaints from respondents, staff, etc.).

If there are plans for designing and asking the same questions of a large number of individuals, a "field test" will provide feedback on the clarity and appropriateness of the items. This step will consume some time, but the rewards will be more usable data and an avoidance of possible later problems. It is best to field test the questions with a small sample of the kind of respondents who will be questioned later. If this is not possible, then at a minimum, several colleagues should review the initial draft and point out items that are unclear or of no utility.

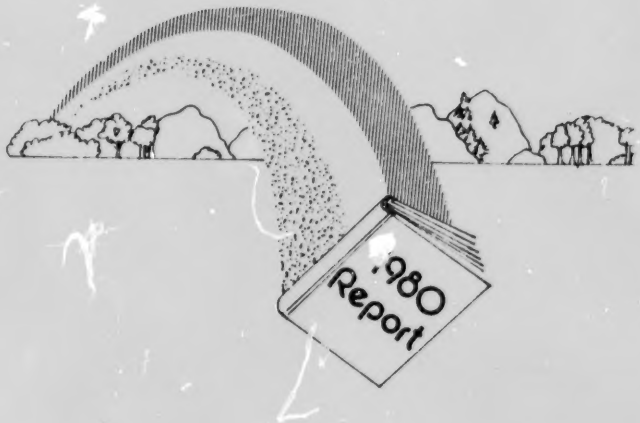


The actual collecting of the data should be relatively straightforward if it is well planned. However, monitoring is required to assure that quality data are being consistently collected by all personnel over the entire data collection period. Every attempt should be made to adhere to the time schedule set forth in the plan; however, events outside the evaluator's control may interfere with the smooth and timely implementation of the plan. Such events should be anticipated to the extent possible, but when an unavoidable incident does occur, the evaluator should be flexible enough to overcome it.

A record should be kept of any deviation from the data collection plan. Problems that were encountered, their causes, and the corrective action should also be recorded. The evaluation report should discuss all such deviations and deficiencies and they should be considered in interpreting the findings.

8 Analyze and Report Findings

The analysis of the data will not necessarily require elaborate statistical manipulations. A key point to remember is that the analytical procedures should be compatible with the type and amount of data collected, the goals and objectives of the program, and the purpose of the evaluation. Generally, the kind of information collected on community education programs can be analyzed to answer the evaluation questions by using straightforward procedures. For example, some questions may have simple yes or no answers, and many can probably be answered with percentages, averages and other descriptive statistics. The analysis should provide information on the accomplishments of the program, and should also be able to distinguish those components of the program that are the most effective.



Once the analysis is completed, it will be necessary to report the findings and conclusions reached in the evaluation. The report should document what procedures were used for assessing the community education project and cover both project activities and participant progress, performance, and, possibly, followup. The report should be organized so that it addresses all of the evaluation questions. In addition, it should provide different kinds of information that are needed by different levels of persons. Administrators may need more general information on the project for policy decisions, while teachers and instructors may need more specific information on project participants and activities.

Generally, it is important to describe what effect the program has had on the target population, to what extent the objectives of the project have been accomplished, and to discuss the extent to which the intended program activities and procedures were actually implemented and how they related to the program's results. When this is done, the report should be quite useful in planning and modifying the program for the future, thus, completing the full cycle of the evaluation. As such, it can serve as a guide to improve other community education programs as well.

C. HOW AND WHY CAN PROGRAM PERFORMANCE REPORTS BE USED IN EVALUATION?

Program management often includes the development of periodic (monthly, quarterly, annual) progress or status reports. Such reports are rarely true evaluations, but they certainly can be of use in evaluation efforts. An example of a program reporting form is found in Part 3. From such reports, information can be obtained: (1) on the status of objectives, participants, or services; (2) for programmatic decision-making at various levels; (3) for developing descriptive summaries which provide information for your evaluation questions; and (4) for describing the foci and activities of the community education program in response to funding agencies, advisory councils, etc.

What are some of the most general ways performance reports can be used in evaluations?

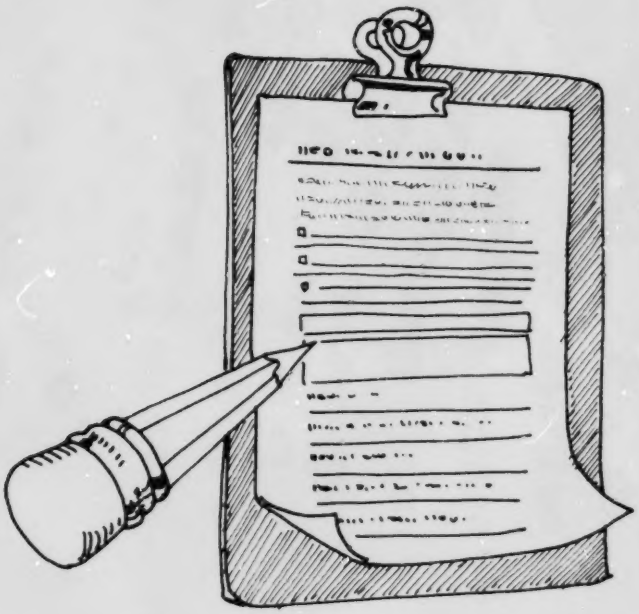
- To provide data to answer evaluation questions.
- To communicate program activity summaries on a periodic basis for such purposes as:
  - Monitoring and managing program activities for decision-making; and
  - Aggregating data for policy and budget decisions and justification.
- To develop baseline data.
- To develop a program history useful in evaluations and final program reports.

What are some types of reports that are usually available?

- Periodic reports required by funding agencies.
- State or local enrollment and activity reports.
- Performance reports (see example in Part 3 of this guide).
- Monthly staff reports.

Finally, there are five questions which can be asked in the process of deciding how program and performance reports, assuming the reports already exist, can be used in the evaluation. If such reports do not exist, these questions still can help in selecting or developing reports that can be incorporated in the regular management of the program and in the operation of the evaluation itself.

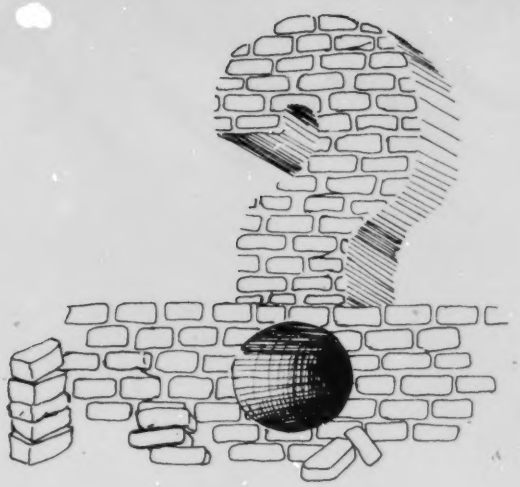
1. What important evaluation questions are answered by the report?
2. What other or new evaluation questions are suggested or answered by the report?
3. What information, not necessarily identified in the evaluation questions but which might be useful in the evaluation, is easily available and can be quickly and efficiently analyzed?
4. Who develops (Step 5) and who receives (Step 2) the reports?
5. How are (or can be) the reports included in developing evaluation plans and instruments? (Steps 5 and 6.)



Often program performance reports are perceived by the staff as being unimportant and burdensome. Indeed, such reports often seem to be filed away without having significant impact on program management. Their anticipated use in evaluations would seem to increase their importance and give some direction to their content. Where particular report items have no relevance to the specific evaluation questions, those items are simply not considered in the data collection process. Performance reports and evaluation efforts will not always be addressing the same concerns, but, in general, each can be helpful to the other if properly planned and carried out.

2

Community Education Concerns (Topics) and Evaluation Questions



While there is no single written definition of what a community education program is or includes, in essence it has been operationally defined as the collaboration of the educational system, other agencies, and the public in the resolution of locally felt needs. Specific project goals and objectives are locally defined, and the specifically intended outcomes or impacts from the projects are defined locally as well. Thus, project emphases, procedures and activities vary widely, with community education being expected to adapt to the local context, assisting local people in doing what they want to do, rather than producing predetermined changes which may or may not be widely endorsed.

In spite of the variation in community education programs, there are common areas or topics of concern that could be evaluated in community education programs. Twelve major areas of concern have been identified as highly important and common to community education programs. As indicated in Step 3 of the evaluation process, each program should select the components or areas of concern upon which its evaluation will focus. Therefore, objectives of this second major part of this program evaluation guide are: (1) to identify a broad range of possible and important areas of concern in evaluating community education programs;

(2) to define what is generally meant by or included in the concern; (3) to discuss why this area of concern or topic should be evaluated; (4) to list possible evaluation questions and information relevant to the topic; and (5) to describe some alternative data sources, approaches and indicators.

The 12 areas of concern to be discussed in Part 2 are:

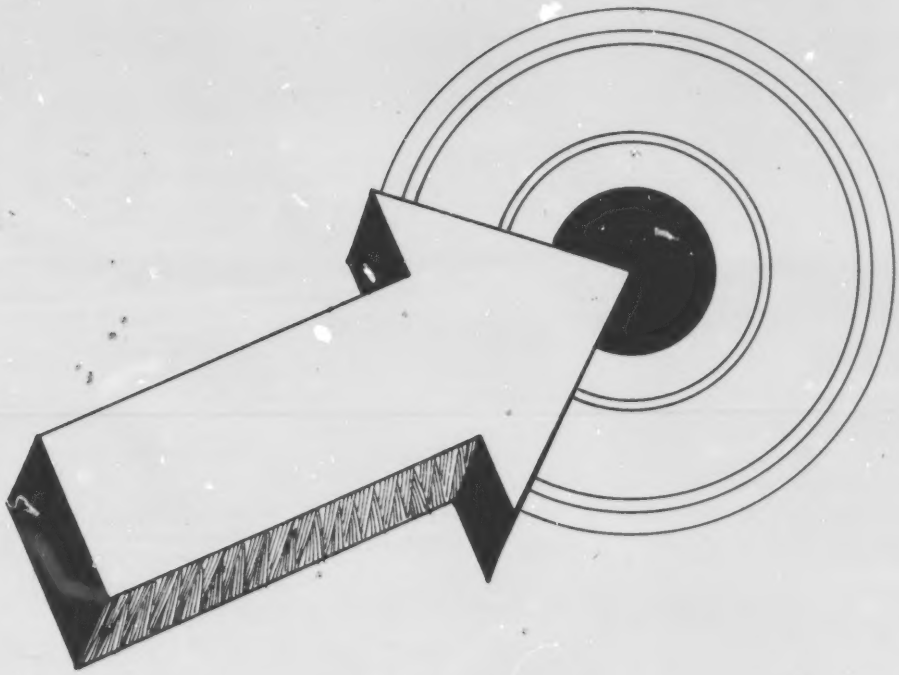
- Formal Program Objectives
- Advisory Council
- Interagency Cooperation/Coordination/ Communication
- Courses/Classes
  - Academic
  - Enrichment
  - Vocational
- Health/Social Services
- Recreational/Social/Cultural Activities
- Community Development
- Organization and Staffing
- Resource Utilization
- Impacts on School System
- Impacts on Community
- Impacts on Individuals

Before proceeding to the 12 areas of concern, the reader should be aware of certain intentions and limitations in their presentations:

- The definition and evaluation rationale presented in each topic area are necessarily brief and general. Both the definition and rationale for each area may be somewhat broader, more narrow, or different in the local situation. However, in each case there are definitions and rationales commonly found in community education which can be used as a basis for evaluation thinking.
- The evaluation questions that are listed are intended to be only examples of questions commonly addressed in evaluation settings. Such questions are used in deciding upon specific focuses for an evaluation. They are not intended to be used as items on an evaluation questionnaire.
- The possible data sources and performance indicators are so numerous and varied in each topic area that it would be extremely difficult (and probably repetitious) to try to list them. The lists may vary from question to question under each topic area. Therefore, the possible information sources and performance indicators are included for one sample question under each topic area.
- Space limitations preclude a discussion of data analysis and reporting techniques. See Step 8 of Part 1 for brief discussions of analysis and reporting. It is important to

note that the written evaluation report, although the most common format, is not the only way to report evaluation results. Public forums, verbal presentations at staff/council meetings, audio-visual packages, and other techniques are also possible (and in some instances may be more effective than a written report alone).

A. PROGRAM OBJECTIVES



What is Meant?

Most community education programs have objectives which identify priority activity areas and impact intentions. These objectives provide community educators with a "road map" necessary to guide them in their everyday efforts and give them some sense of whether progress is being made and ultimate purposes served.

Objectives can be divided into two types -- process objectives and product objectives. Process objectives describe/identify an action or treatment. Product objectives describe/identify an outcome. While process objectives identify actions which lead to a product, they do not emphasize the product. Product objectives emphasize the outcome and not the process to be used.

Objectives usually contain certain elements that specify desired processes/outcomes. When developed on an annual basis, they should contain at least the following elements:

- What will happen/to whom will it happen?
- To what extent will it happen (usually in measurable terms)?
- Who will be involved in making it happen?
- How will they be involved/what will they do?

Why Evaluate

It is important to evaluate a community education program's objectives because they provide the foundation for community education efforts. They are descriptive of what the community education program is attempting to accomplish and what its highest priorities are for allocating resources. They are first the product of and then the focus for the program planning process. Since formal objectives (where they exist) are so central to a community education program, it is important to investigate the development of such objectives, their relevance to community needs and program activities, and the progress made toward achieving them.

Where no written objectives exist, evaluators sometimes identify the major emphasis of the program in practice, create an objective-type statement for each emphasized activity, and then examine these "after-the-fact" objectives in the same ways as formally written ones.

Possible Evaluation Questions

- *How were the objectives developed?*
- *Who was involved in the objectives' development, and how?*
- *To what extent do the objectives represent a comprehensive community education program aimed at all segments of the community?*
- *To what extent do objectives specify desired processes/outcomes?*
- *What was the priority order of the objectives, and why?*
- *Do the objectives address identified needs? The most important [illegible]?*
- *What resources were allocated to accomplish the objectives?*
- *Who was involved in determining resource allocation, and how?*
- *Were the resources sufficient to accomplish the objectives, and why?*
- *To what extent were the objectives accomplished, or what progress is being made?*
- *How were the objectives accomplished?*
- *Who was/were primarily responsible for accomplishing each objective?*
- *Why were some objectives not accomplished?*
- *How could unaccomplished objectives have been accomplished?*
- *Were all objectives as relevant at the end of the project cycle (project year) as they were at the beginning?*

- *What objectives should be retained/added/deleted, and why?*
- *Should resources be reallocated in order to accomplish priority objectives?*

Sources and Approaches

In evaluating the community education program's objectives, data should be gathered from everyone included in or affected by the community education program. This could include, but not be limited to, community residents, program participants, agency representatives, and school personnel. Written surveys, telephone surveys, personal interviews, and program participant tabulations are a few ways in which data can be gathered. The most appropriate method(s) will necessarily be determined by the type of data required.

One way to evaluate objectives is simply to measure the extent to which they were accomplished and progress was made on them. This process attempts to determine the discrepancy between each stated objective and its relative accomplishment. If the objective has been quantified and/or qualified, data gathered will usually identify the discrepancy, if any. If the objectives have not been adequately quantified/qualified, "indicators of success" should be identified that will assist in determining the relative accomplishment of their objectives. These indicators should be measurable in terms of quantity and/or quality.

Evaluating goal performance, however, does not answer such questions as whether the objectives address identified needs, whether they are consistent with community improvement priorities, and whether they reflect the intended comprehensiveness of program efforts. Such questions require different evaluation approaches and different sources of information.

Sample Evaluation Question with Possible Sources and Indicators

Question: *To what extent do the objectives address identified needs?*

Possible Sources of Information:

- Needs assessment results
- Community education director/staff
- Community council members
- Leaders of agencies related to objectives' content areas
- Others who may have had input in developing objectives
- Funding proposals/program plans which present rationale for objectives

Possible Indicators of Performance:

- Extent to which objectives have high needs assessment ratings.
- Soundness of rationale for objectives in proposals/program plans.

- Extent of agreement by community council, agency leaders, and others that objectives address real needs.
- Other evidence from director/staff that objectives are based upon identified needs.

What is Meant?

An Advisory Council for community education is a group of community representatives whose major purpose is to advise on the administration of community education. Advisory councils may have various origins, responsibilities, organization, powers, forms, schedules, etc. Council members may be appointed, elected, volunteer, temporary, etc., depending on the circumstances. The general term "advisory" may include a variety of options for council functions: generating ideas for programs, strategies, or administrative procedures; prioritizing; engaging in public relations efforts; making program decisions; evaluating; etc. In fact, in many communities the term "advisory" is dropped and the group is simply called "the community council," allowing flexibility for a wider variety of functions than the words "advisory" seems to imply.

Why Evaluate?

The Advisory Council is a distinguishing characteristic of community education. A flow of communication to and from the community is essential to the community education administrator. The effectiveness of the Advisory Council is a measure of the effectiveness of community education generally. The policies and procedures adopted by a council are at the heart of community education programs and processes. The council for its own sake should evaluate its performance. The school board and other agencies need a measure of council effectiveness. The community members represented need to know how effective the council is as well.

Possible Evaluation Questions

- *How effective is the internal structure of the council?*
- *Does the council have an impact on the community and reflect community concerns?*
- *Does the council have influence/clout with appropriate organizations and agencies?*
- *Does the council function with sanction, recognition, authority, and prestige?*
- *Do council members grow through participation?*
- *Do the council members understand their individual and council responsibilities?*
- *Does the council provide its own leadership?*
- *Are decisions made by the council carried out?*
- *Is the council representative of the community?*
- *Do council members attend regularly and participate actively?*
- *Do community members feel positive about the council?*
- *Does the council have an effective communication system/process within the community?*
- *Does the council have clearly defined goals and objectives?*
- *Does the council deal with issues of genuine concern to the community?*
- *Are agencies and organizations in the community aware of and involved in council processes?*
- *Do people become members through appropriate procedures?*
- *Is the size of the council appropriate?*
- *Does the council have appropriate committees, task forces, etc.?*

Sources and Approaches

Clearly, the council members themselves and the community education director/staff will be important sources of information for answering most evaluation questions about councils. In addition, depending upon the questions to be answered, other sources may be useful: school staff, agency leaders, other knowledgeable community leaders or citizens, records of council activities, minutes of council meetings, etc.

Possible procedures for gathering information include (but are not limited to): personal interviews with council members, written questionnaires to be completed by council members, personal interviews with school administrators, personal interviews with members of governing body (school board), written questionnaires to be completed by community members, followup studies of decisions made by council, document analysis of minutes and records of council meetings, and personal interviews with agency representatives.

Sample Evaluation Question with Possible Sources and Indicators

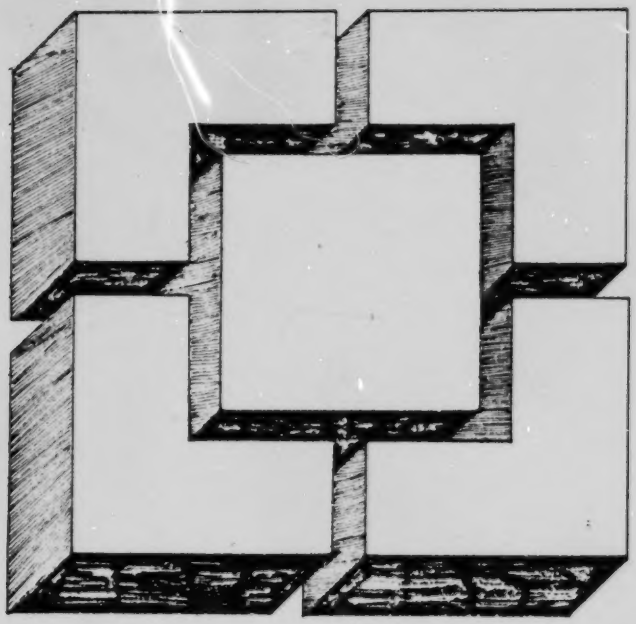
Question: *How effective is the internal structure of the council?*

Possible Sources of Information:

- Council members
- Community education director/staff
- Council by-laws/procedural rules (if any)
- Council records/minutes of meetings
- Other documents relating to committees/other council substructures (if any)
- Program reports relating to council roles, activities, objectives

Possible Indicators of Performance:

- Evidence that individual council members are actively participating in council business.
- Evidence that council members understand council procedures and find them helpful/facilitative.
- Evidence that committees/substructures are functioning in productive ways.
- Evidence that council tasks are completed on time and in an acceptable manner.
- Evidence of specific council procedures for planning, decision-making, assigning responsibility, monitoring, and evaluating council activities.
- Evidence that council activities are performed in a manner which contributes to community education successes.



What is Meant?

Interagency cooperation/coordination refers to certain joint operational relationship(s) involving two or more agencies/institutions/organizations. In community education, these agencies/institutions/organizations may be operating in any or all of the following areas: educational services, recreational service, health services, cultural services, transportation, housing, economic development, environmental development, energy, day care, and so on. "Interagency cooperation/coordination" then is defined broadly to include virtually every public and private organization in a given community. The term likewise refers to a wide range of possible operational relationships, including (but not limited to) the following: structured intercommunication, shared needs information or assessing, joint planning, shared staff and/or resources, joint decision-making, joint evaluating, joint information dissemination, or recruitment or counseling or other client-related services. The cooperative structure may involve formal contractual agreements, a central interagency council, mutually supportive policies or procedures developed by the individual agencies, or informal arrangements made by individuals within each agency.

Why Evaluate?

Interagency cooperation/coordination is a key element in community education. Resources to meet community needs are scarce and interagency coordination can increase the potential of limited people, space and dollars. As a result, it can enhance all aspects of community education programming, and is a topic of generally high interest to government officials and citizen groups. The potential complexity and infinite variety of interagency cooperation activities suggests a major role for evaluation in assisting local leadership to plan, monitor, and make decisions about local efforts in this area.

Possible Evaluation Questions

- *In what programs are agencies cooperating?*
- *Are all of the agencies which logically ought to be cooperating included in the cooperative efforts in each program area?*
- *What is the type and extent of the cooperation in each program area?*
- *Are the individual agencies successfully carrying out their responsibilities in the cooperative effort? If so, how? If not, why not?*
- *Is the type/extent of the cooperation sufficient to realize program goals in each area? If not, what needs to be done further by cooperating agencies?*
- *Are there program areas where interagency cooperation should be planned and/or happening, but isn't? If so, why is that cooperation unplanned or absent?*
- *What specific impacts or outcomes has interagency cooperation generated? On the program? On the agencies? On the community?*
- *What factors have tended to promote or enhance interagency cooperation?*
- *What factors have tended to inhibit or limit interagency cooperation?*
- *What side effects (non-goal results) has interagency cooperation generated? How do they contribute to or detract from overall program success?*

Sources and Approaches

In general, evaluators should consider at least the following information sources: program administrator/staff; agency leaders/staff in each agency; clients/participants/citizens impacted by the cooperative effort; policies, plans, records, reports of each agency; minutes/reports/members of interagency council and/or community council (if any); and community education program reports/records.

Unless physically or fiscally impractical, any evaluation of interagency cooperation/coordination should include both (1) interviews with program administrators, leaders/staff of the individual agencies, and a sampling of clients/participants/impacted citizens, and (2) a review of program records and other documents related to interagency activity. Other possible evaluation activities, such as a survey of community council members, a review of individual agency policies and planning, and/or a complete client survey, can be included where they are seen as important and practical steps

in answering the specific questions that the evaluation is addressing.

Sample Evaluation Question with Possible Sources and Indicators

Question: *What is the extent of the inter-agency cooperation (in a particular program area)?*

Possible Sources of Information:

- Community education director/staff
- Leaders of agencies involved in the program area
- Citizens/clients participating in the program area
- Advisory/interagency council members
- Written cooperative agreements (if any)
- Program planning and/or performance reports
- Communications among agencies related to program area

Possible Indicators of Performance:

- Evidence on ongoing communication among agencies.
- Evidence of shared resources, planning information, other operational elements among cooperating agencies.
- Evidence of joint planning meetings and outcomes.
- Evidence of mutually agreed upon roles and responsibilities in the program area.
- Evidence of joint/coordinated actions by specific agencies.
- Agreement by community education staff/director and leaders of cooperating agencies that specific cooperative activity is taking place.
- Perceptions of citizens/clients that specific cooperative activity is taking place.

What is Meant?

While community education is both program and process oriented, its most viable components are probably those course/classes provided to community residents. They include a variety of academic, enrichment, and vocational programs for people of all ages. Although a community education program offers involvement opportunities in a myriad of ways, community residents are generally most knowledgeable about the courses/classes in which they participate.

Why Evaluate?

Because of the daily contact the community residents have with community education courses/classes, and because such classes may be seen by many citizens as the critical "educational" output of the program, continuous evaluation of their effectiveness is vitally important. People's overall evaluation of the community education program will likely depend on their impressions of the courses/classes in which they participate. The evaluation process will also provide valuable feedback to the instructors for the improvement of their course offerings. Finally, course/class evaluations can assist the community school coordinator and community council in deciding future course offerings and the retention/termination of instructors.

Possible Evaluation Questions

- *Is the range of courses/classes meeting the needs of community citizens? All citizens?*
- *Are individual courses well organized and well taught?*
- *Do individual courses meet the needs/expectations of student participants?*
- *How are instructors selected and what is the overall quality of instruction?*
- *Are instructional facilities and/or materials conducive to effective learning?*
- *Are scheduling, advertising/publicizing and enrollment procedures handled so as to maximize participant involvement?*
- *Do courses/classes result in student learning outcomes that are expected of them, or that justify their being offered?*
- *Should other courses/classes be offered?*
- *Is there general community satisfaction and support for the classes that are offered?*
- *In particular classes:*
  - *was course content well covered?*
  - *was the instructor well qualified?*
  - *were class procedures productive?*
  - *did students learn?*
  - *were students satisfied?*

Sources and Approaches

When considering the evaluation of courses/classes, a number of variables can be considered: format, instructor performance, participant expectations, participant outcomes, etc. These variables all contribute to the overall evaluation of a course/class.

The community education coordinator should work closely with the course/class instructors when developing the evaluation process to be used to determine the relative effectiveness of their courses/classes. Data gathered through the evaluation process will be just as important to them as to the coordinator. Both formative data during the course/class and summative data at the conclusion of the course/class are important. Formative data will assist the instructors in improving/redirecting their efforts, while summative data will assist the coordinator and instructor in future programming efforts.

The instructor can use both formal and informal evaluation processes in gathering formative data. A formal questionnaire can be developed to solicit participant feedback on a periodic basis, such as after every third or fourth course/class meeting. This questionnaire should relate to the course/class content, format, instructor, and elicit recommendations for improving the course/class. It should be kept brief and easy to fill out. Respondent anonymity should be seriously considered.

The instructor can also use an informal evaluation process to receive participant feedback regarding the course/class. A structured debriefing process can be used periodically to provide participants with an opportunity to express their feelings as well as suggest recommendations to improve the course/class. This debriefing process can be structured so participants can express their thoughts verbally at the end of a course/class meeting. The instructor should allow all participants an opportunity to express themselves.

In summary, courses/classes should be evaluated on a formative and summative basis. The formative process is the instructor's primary responsibility while the summative process is the community school coordinator's responsibility. The course/class evaluations will necessarily vary in their formal/informal structures according to the type of course/class offering. The community school coordinator and instructors should be instrumental in determining the evaluation format(s). The important consideration is that the courses/classes be evaluated for "quality control" because they do, as previously mentioned, represent one of the most visible/tangible aspects of community education.

Evaluation questions other than those about a particular class must be addressed in ways appropriate to answer those questions. Questions regarding the range of courses, enrollment procedures, addressing community needs, and general public support may involve a variety of information sources: present students and teachers, a sampling of community citizens who have not participated, the community council, the community education staff, etc. Data collection techniques will depend upon the questions to be answered and the sources of information to be used.

Sample Evaluation Question with Possible Sources and Indicators

Question: *Is the range (selection) of courses/classes meeting the needs of community citizens? All citizens?*

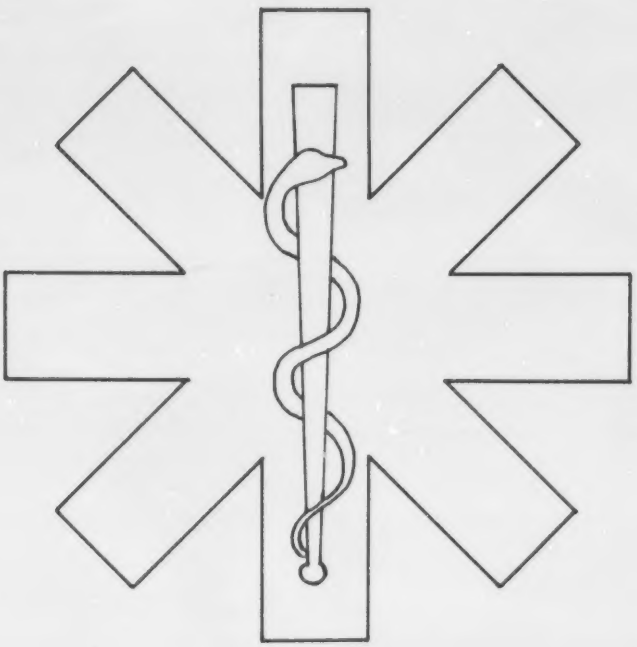
Possible Sources of Information:

- Community education director/staff
- Community council members
- Students in past and present courses
- Sampling of community citizens
- Needs assessment documents
- Leaders from agencies/organizations
- Other community leaders
- Program reports

Possible Indicators of Performance:

- Evidence that courses/classes reflect the range and variety suggested in needs assessment information.
- Evidence that courses/classes are available and appropriate for all age groups.
- Evidence related to whether these are identifiable needs not being met by existing learning opportunities (courses/classes).

E. HEALTH/SOCIAL SERVICES



What is Meant?

"Health/social services" refers to the entire range of public health, mental health, economic assistance, family assistance, housing, transportation, etc., services which, in one form or another, are seen as "community services."

Why Evaluate?

Since most community education programs include goals that relate to health/social services, the importance of evaluating in this area should be evident. In addition, there may be a need to evaluate the types and quality of community services in this area to provide valuable information for use in planning new directions/activities for community education.

Possible Evaluation Questions

- *What types and quality of health/social services are available to community citizens?*
- *What types and quality of such services are provided through community education?*
- *To what extent and in what ways are community education health service goals being realized?*
- *How (well) are community education health/social services activities contributing to an effective community service performance in this area?*

Sources and Approaches

In most respects, the approaches to evaluating health/social service activities in community education will be similar to those used in social/cultural/recreational activities evaluation (discussed in the next topic unit), except that they are health-service specific. In general, information sources that should be considered include: community education coordinator/staff, health/social service agency leaders/staff, clients of the various service systems, interagency/advisory council members, citizens-at-large who are potential service users, community government leaders, state and federal consultants to the community, and studies/records/reports on health/social services in the community.

Sample Evaluation Question with Possible Sources and Indicators

Question: *What types and quality of health services are provided through community education?*

Possible Sources of Information:

- Community education coordinator/staff
- Health service agencies (leaders)
- Clients of service activities
- Records/reports on health services associated with the community education program

Possible Indicators of Performance:

- Evidence of specific health services offered directly through the community education program.
- Evidence of specific community education participation in assistance to the health service activities provided by health agencies.
- Evidence of client satisfaction with services.
- Evidence of numbers and types of clients served.

What is Meant?

Recreational activities are those activities which are optional, take place during leisure, have intrinsic value, and are socially approved.

Social activities are activities which are primarily intended to promote social interaction among individuals in groups.

Cultural activities are activities which are primarily intended to promote learning, participation, and enjoyment of such activities as dance, drama, music, art, etc. Often there is no distinction between recreational, social and cultural activities. The attitude and purpose of the participant determines the appropriate label.

Why Evaluate?

Recreational, social, and cultural activities often provide a foundation for the development of the community education programs and processes. Community education leaders need to know how well the community is being served generally in all areas if a balanced and responsive program is to be presented. Attainment of goals and objectives in these areas must be measured. Since these are optional activities, the level of public participation often reveals general attitudes and indicators of success. Quantity, quality, balance and responsiveness must be determined for effective planning and administration.

Possible Evaluation Questions

- *How many activities are offered in each category?*
- *Are the activities presented where people would like to have them?*
- *Are activities scheduled according to need in time, place, type, and cost?*
- *What is the level of participation and/or attendance?*
- *What is the general level of satisfaction of patrons?*
- *What is the level of satisfaction for specific activities?*
- *For what reasons do some people not participate?*
- *Is communication regarding activities adequate and appropriate?*
- *Are costs in line with quality and ability to pay?*
- *Are leaders, performers, presenters, satisfied with planning, administration, audience, finances, etc.?*

Sources and Approaches

In general, evaluations in these areas will focus on information gathered from the community education director/staff, participants, other community citizens, and various program reports and records. Data collection techniques may include: personal checklist interviews of participants, telephone interviews of community sample, mailed or delivered written questionnaires, newspaper questionnaires, personal interviews of leaders/performers and administrators, and analysis of documents -- financial, statistical, etc.

Sample Evaluation Question with Possible Sources and Indicators

Question: *For what reasons do some people not participate?*

Possible Sources of Information:

- Community education director/staff
- Sampling of nonparticipating citizens
- Program reports/studies which deal with nonparticipation
- Community council

Possible Indicators of Performance:

- Direct evidence from nonparticipators that specifies reasons for non-participation.
- Formal and informal feedback received by director/staff from nonparticipants about their reasons.
- Perceptions of council members about scheduling, site locations, and other reasons for nonparticipation.
- Findings of program reports/studies related to nonparticipation because of geographical, time, social, etc. factors.

G. COMMUNITY DEVELOPMENT

What is Meant?

Community Development refers to those goals, plans, processes, or activities which have general community growth as their basis or outlook. In larger, urban communities, the neighborhood is sometimes the target area, rather than the metropolis, although community development activities can be occurring both in neighborhoods and community-wide at the same time. "Community growth," in this case, refers to social, economic, educational and environmental improvements, as well as to the kinds of construction projects that "community development" is sometimes taken to mean. "Community development" is related to other topics in this publication, especially interagency cooperation, advisory councils, and impact upon community. However, it is an "overview" or comprehensive concept with at least two implied elements:

1. An overall plan for community growth to which individual projects are related; and
2. Some sort of structuring of clear, efficient processes, understood and used by both systems and individuals, for carrying on the affairs of the community to the greatest possible advantage of its citizens.

Why Evaluate?

The "community development" concept is the most complex and sophisticated of the community education ideas, and therefore, is not always a formal goal in local programs with limited perspectives and ambitions. At the same time, it may be a desirable focus for evaluation, whether a goal or not. Some of the reasons for individual or group feelings of powerlessness and alienation and community stagnation may come from a community's lack of clear cut plans or directions for development and its maze of nearly unrelated processes for everyday living. Evaluation can describe the existing conditions, the performance on stated goals, and the relationship of individual program activities to the overall organization and development of the community.

Possible Evaluation Questions

- *Is there a community-wide master plan for community improvement? How do the various community education activities relate to such plan?*
- *How do the individual elements/activities in the community education program relate to one another in terms of an overall community development effort?*
- *Are there commonly recognized/understood procedures for community systems to interact with each other? For citizens to interact with public and private service systems? For people to match needs with appropriate needs assistance sources?*

Sources and Approaches

Evaluation questions related to community-wide master plans and administrative relationships among community systems generally should be addressed to community leaders, including the people in any community development office or commission or council that may exist. In communities where community education has specific community development goals, the Advisory Council may be an important source. The average citizen is usually unaware of the existence of such plans and relationships. However, the average citizen is a key source of information about whether community service systems are accessible and responsive in meeting people needs and whether the services and other activities of systems are consistent with an existing master plan or community growth generally.

In evaluating the character and quality of community development, it can be insightful (as well as a kind of validity check) to sample the leaders and citizens in such a way that their experience/perceptions can be compared. The results can reveal much about the effectiveness of communication, the existence of common goals and values (or lack thereof), and the quality of leader-citizen relationships in generating community growth.

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Sample Evaluation Question with Possible Sources and Indicators

Question: *How do the individual elements/ activities in the community education program relate to one another in terms of an overall community improvement effort?*

Possible Sources of Information:

- Community education director/staff
- Community council members
- Program reports, planning documents
- Minutes/summaries of staff and council meetings
- Funding proposals
- Futures/papers/position papers/ policy documents

Possible Indicators of Performance:

- Evidence of "community development" thinking/planning by staff and/or council.
- Evidence of master plan relating individual activities to community development/organization.
- Evidence that criteria for program decisions includes "overall community development/organization."
- Evidence that activities decisions have been made on the basis of their contribution to community development.

What is Meant?

When evaluating a community education program, it is important that its organizational and staffing patterns be carefully reviewed. These patterns basically relate to the placement of the community education programs within an organization's structure. Other factors include the relationship among the community education staff and their integration within the organization/system which is providing its funding base. Of utmost importance are the lines of authority which relate to personnel and budget. Finally, this topical area includes personnel evaluation related to initiating structure, consideration, and staff utilization.

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Why Evaluate?

Organizational and staffing patterns are often instrumental in the relative success of a community education program. The level at which the program is placed within a sponsoring organization will necessarily facilitate or inhibit its growth. If a community education program is placed low in the organization chart, it could have limited impact on the overall organization as well as be somewhat limited in its local impact because of policies developed/decisions made at a higher organizational level. Needless to say, the lines of authority related to personnel and budget are important factors that will either help or hinder community education efforts. If the philosophy of community education is not supported by its sponsoring organization, its future is limited.

Possible Evaluation Questions

- *Where is the community education program is the sponsoring organizational chart?*
- *To whom is the community education program administrator responsible?*
- *To what extent is the community education program integrated with the sponsoring organization?*
- *What are the lines of authority, related to personnel and budget, between the community education program and sponsoring organization?*
- *Does the community education program have a community input process, such as a council? How does it function with staff/administration?*
- *How well does the coordinator utilize his/her staff?*
- *How well does the coordinator utilize his/her time?*
- *Is coordinator/staff qualified to perform necessary administrative functions?*
- *Is staff size and organization conducive to good program management?*
- *To what extent does the community school coordinator maintain good working relationships with community residents? With community agencies?*
- *To what extent does the coordinator manage an effective community education program?*

Sources and Approaches

Organizational relationships can be evaluated by analyzing where the community education program fits within the organizational structure and the lines of authority between the community education program and the sponsoring organization. If the lines of authority are unclear, data can be collected from organization administrators regarding how they view community education program decisions being made. Interviews with administrators and staff members can help clarify organizational questions. Indicators related to organizational relationships should consider the extent to which the community education administrator has control over resources necessary to successfully maintain and expand community

education efforts. The actual "indicators of success" should be determined by the community education administrator and community council. They should ask themselves the question - What are the organizational relationships necessary for the community education program to succeed? The manner in which they respond to this question will identify the indicators to be used in evaluating this topical area.

The evaluation of the coordinator's effectiveness should include data from school staff and administration, community agency representatives, community council members, and community residents. Formal surveys such as those presented in Evaluating a Community Education Program by Wood and Santellanes can be used to solicit this input. Brief interviews with the aforementioned populations can also provide significant data regarding the coordinator's perceived effectiveness. The leadership behavior questionnaire developed by the Oregon Community Education Association's Certification Committee in 1974, and presented in Evaluating a Community Education Program, evaluates a coordinator in two (2) areas of "initiating structure" and "consideration." This instrument can be easily revised to reflect tasks expected to be completed by the community school coordinator.

Sample Evaluation Question with Possible Sources of Indicators

Question: *Is staff size and organization conducive to good program management?*

Possible Sources of Information:

- Community education director/staff
- Community council
- Leaders of sponsoring organization(s)
- Organizational charts, job descriptions, program management documents
- Complete list of program activities, services, goals, etc.
- Management time studies
- Reference materials on community education leadership/management

Possible Indicators of Performance:

- Evidence that staff time and necessary management time are compatible.
- Evidence that job descriptions and management charts are compatible with program goals/activities.
- Evidence that organizational policies and procedures result in efficient productive staff activity.
- Evidence that staff is functioning under the prescribed organizational plan.

What is Meant?

For the purposes of evaluation, resource utilization in community education may be defined as the mutual use by school and community of human and material resources. Generally these are local resources, but outside resources available at the local level should be included. Human resources are essentially the knowledge, skill, and time of people, both volunteer and at some cost, and individually or through organizations. Material resources include money, equipment, supplies, buildings, space, facilities, etc.

Why Evaluate?

Resource utilization is fundamental to community education. Avoidance of competition and duplication, increased cost-effectiveness, higher quality programs and activities, delivery at closest point, and other factors depend to a great extent on how well human and material resources are used. For effective and efficient planning and administration, community education leaders at all levels need to know what the resources are, where they are located, under what conditions they can be used, and how well they are being used. Community members and organizations need the same information.

Possible Evaluation Questions

- *How effective is the process for using human resources?*
- *How effective is the process for school and community mutual planning and use of physical resources?*
- *Is an inventory of human resources up to date and readily available?*
- *To what extent are human resources being used in community education?*
- *Do the appropriate persons have necessary information about human resources?*
- *How effective is the procedure for recognition of people who have served?*
- *Do administrative policies and procedures provide for effective use of physical resources?*
- *To what extent are physical resources used?*
- *To what extent do budgets, employment, job descriptions, scheduling, etc., reveal (provide for) use of physical resources?*

Sources and Approaches

Evaluation of resource utilization can be approached through determining whether or not resources have been identified, and to what extent those resources have been used. Surveys of needs and resources are commonly completed in the project planning processes. Taking a similar survey at a later time and comparing the results is one approach to evaluation. Another is to compare information in project or school records on the use of people and space and to relate these back to the initial needs surveys or to specific project objectives. A third is to survey groups of individuals of special interest on services they have received and their needs for the future.

For example, the leaders and members of the local Fine Arts Council might be asked to express their opinions about the availability of the school auditorium. The schedule of the auditorium might then be examined to reveal frequency, type, and conditions of use by the community. Similarly, teachers might be asked about

the quality and extent of services (volunteers, field trips, parent support, etc.) they have received through the community schools program or a given coordinator and then be asked about their unmet needs.

Conversely, the starting point can be with the resource -- either a particular facility or a group of talented people. For example, the pattern of use of a community park or the involvement of members of the local fire department, military base or art museum in the schools can be assessed through surveys of knowledgeable people, reviewing existing records, or systematic observation (e.g., for use of a facility).

Often many community resources are ignored when implementing community education programs. In assessing resource utilization, it is important to address not only the extent of past and current use, but also need and availability in the future.

Sample Evaluation Question with Possible Sources and Indicators

Question: *How effective is the process for using human resources in the community?*

Possible Sources of Information:

- Community education director/staff
- Community council
- Sampling of people being used as resources
- Sampling of potential resource people not being used
- Sampling of teachers, activities leaders, and others who might use community resource people
- Documents relating to resource assessments, resource recruitment, resource placement, etc.

Possible Indicators of Performance:

- Evidence that human resources from the community are used widely in community education activities.
- Evidence that both resource people and activities' leaders are positive about their interaction.
- Evidence that resource identification, recruitment, and placement have been efficiently handled.

What is Meant?

In general, this topic refers to any positive changes that the community education program may have had on such school matters as curriculum, teaching or administrative procedures, use of school facilities, budgeting and resource allocation, educational goals and policies, interaction of school with community, student relations, and support services.

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Why Evaluate?

The majority of community education programs are funded by school systems interested in providing community residents with additional involvement opportunities. There are, of course, numerous other reasons why school systems invest in community education. These reasons are directly related to potential positive impacts on their areas of responsibility and constituents.

The evaluation of community education's impact on school system-related matters is vitally important because of the significant amount of financial and physical resources provided to community education programs by school systems. The fact that most community education programs, whether financed by school districts or not, are usually school-based further adds to the importance of evaluating community education's impact on the school system. The future of community education as a viable "educational" approach could very well depend upon its ability to demonstrate significant impacts on a school district's areas of responsibility.

Possible Evaluation Questions

- *What has the community education program done to make the community more aware of school programs?*
- *What has the community education program done to make the school more aware of community issues/concerns?*
- *What types of school-community collaboration efforts have been facilitated by the community education program?*
- *What sources of communication between the school and community are now better utilized as a result of community education?*
- *To what extent is the community school coordinator a resource to the school staff?*
- *To what extent are community resources utilized in the school program?*
- *Has the rate of school vandalism decreased since the community education program's inception? If so, how much?*
- *How has the community education program assisted in preventing juvenile delinquency? Reducing dropout rates?*
- *How has community education affected school curriculum, teaching-learning processes, etc.?*
- *How has community education affected the school's educational goals and policies?*
- *How has community education affected the use of regular school space and resources?*

Sources and Approaches

The sources of information necessary to answer the above questions are too numerous to identify in this brief narrative. Needless to say, the questions strongly suggest sources of information ranging from school and police records to individual perceptions from students, community residents, teachers, and school administrators. Matrices can be developed to graphically display data related to statistics before and after the inception of a community education program. While the impact of community education on the school district requires a concerted evaluation effort, it should be addressed in relation to the priority ranking it has received for resource allocation.

Sample Evaluation Question with Possible Sources and Indicators

Question: *How has community education affected the school's educational goals and policies?*

Possible Sources of Information:

- Community education director/staff
- Superintendent/other school administrators
- School board members
- Documents relating to school goals and policies

Possible Indicators of Performance:

- Evidence that school has added, deleted, or modified specific goals or policies.
- Evidence that goal/policy changes have resulted in real changes in administrative procedure and behavior.
- Evidence that goal/policy changes are directly attributable to community education influence.

What is Meant?

The phrase "impacts upon community" refers to those community education outcomes which affect the basic conditions or processes within the defined community. Such impacts are usually described in terms of benefits to the general population, rather than specific individuals or groups.

Among such impacts commonly identified as community education goals are the following: increasing community "togetherness," improving the physical attractiveness of the community, increasing the ongoing involvement of citizens in the processes of local government and other community systems, reducing the crime rate, improving economic conditions and/or reducing unemployment, improving the natural environment, and so on.

Why Evaluate?

Community education is an approach which places a high value upon the ultimate creation of a supportive environment for citizen living and learning. The implication is that the "conditions of community" are important, as well as the conditions of specific individuals and groups, although the two concepts are obviously related. Enhancing a recognition and support "of the community" as a viable social and educational entity is a community education goal. Such a goal implies synergistic outcomes which cannot be identified or measured simply on the basis of totaling the results of individual program efforts. Community education leaders and community people need to know whether their various program efforts are producing synergistic, community-wide outcomes or whether their influence is limited to the individual participants/groups.

Sources and Approaches

Community leaders and residents should be considered as sources of information about impacts on the community. So too should be local news media and attendance records and minutes of public meetings. Observations of physical changes or events -- e.g., clean playgrounds, street lights, or altered trash pick-ups -- are also valid data.

If a community needs assessment was the basis for some project activity, then an updating of the assessment -- replicating as closely as possible the original procedures -- may be appropriate. However, if there is no valid prior assessment, then interviews with key leaders, surveys of community residents, observation of facilities or events, or reviewing existing records may be the way to proceed.

Carefully selected chairpersons of councils and citizen groups as well as news reporters and other long-standing observers of local affairs will be particularly valuable when seeking information about changes in levels of citizen participation and other topics requiring special insight and thoughtful reflection about possibly subtle changes over time. For other questions, surveys of randomly selected residents will be best. For example, this would be true if the desire is to determine who is and is not using a community school or another facility or to determine the general climate or sense of an entire area with respect to safety, community spirit or some other broad issue. For still other questions, more focused but still randomly selected, surveys of particular groups of residents (e.g., users of the basketball court, members of social clubs, etc.) are most appropriate. Surveys focused on particular groups will provide very useful insight into the satisfaction of users or participants with existing conditions and suggestions for improvements.

Because it is often cheaper, easier and less likely to be questioned than doing your own survey, consideration should always be given to finding and using existing information. Police reports, traffic counts, public hearing attendance lists, minutes of city council meetings, and results of news media-sponsored surveys can be very fruitful sources of evaluation data. Though often overlooked, such sources can be especially useful in assessing program impacts on the community.

Sample Evaluation Question with Possible Sources and Indicators

Question: *Is there an increased "sense of community (community togetherness)" as a result of the community education program?*

Possible Sources of Information:

- Community leaders
- Community citizens
- Community education director/staff
- Community council

Possible Indicators of Performance:

- Evidence that a significant number of citizens feel better about the citizen interaction and human relations in the community than they did in the past.
- Evidence that groups of citizens work together more often and more harmoniously than in the past.
- Evidence that community leaders and citizens are more supportive of one another than in the past.
- Evidence that these "togetherness" indicators can be attributed, at least in part, to community education activities and processes.

What is Meant?

Community education impacts on individuals are the changes that take place in the lives of individuals as a result of participation in community education. Impacts may be physical, emotional or intellectual, may be single or multiple, minor or major, positive or negative, and as varied as the activities and the individuals. A person who learns to play tennis may improve in self-confidence, physical condition, and social interaction. A person who learns to read may get a better job. A person who learns auto maintenance may avoid a costly repair bill.

Why Evaluate?

Families, groups, and communities are composed of individuals. It's easy to see a family enjoying community education activities such as family swim night at the local pool. Individuals are members of communities. Surely individuals benefit when the school playground becomes a city park, or lighting is provided for a tennis court. But no family or community is better than the individuals who are the basic elements. Through community education, great resources can be marshalled for human development. The development of the individual is of prime concern to community education leaders. Ultimately, the value of community education may be best measured by the sum of the impacts on individuals. For effective planning and administration, leaders must have a measure of the impact of community education on the individual members of the community.

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Possible Evaluation Questions

- *How extensively in the community have individuals been impacted by community education?*
- *What different kinds of effects has community education had on significant numbers of individuals?*
- *What have been the intellectual impacts upon individuals? What activities resulted in increased knowledge?*
- *What has been the impact upon the physical development of individuals?*
- *To what extent has participation in community education increased the leadership capabilities of individuals?*
- *To what extent has participation improved the self-concepts of individuals?*
- *To what extent has community education job-related educational activities increased the employability of individuals?*
- *To what extent have community education activities increased the "coping" skills of individuals?*

Sources and Approaches

In evaluating the impact of community education on individuals, the most obvious sources of data are the individuals themselves. Data such as how many, where, in what activities, at what cost, etc., may be located in performance reports, registration rolls, receipt books, and other standard documents. However, the evaluator should be cautious about relying on enrollment statistics and activities lists to demonstrate impact, particularly if program quality is an important issue.

To find the less obvious impacts and document quality, case studies and personal examples might be more appropriate. Though sometimes difficult to interpret, quality is more significant than quantity. For example, 14 individuals may learn the basics of oil painting, but when a mother and son are reconciled because they met weekly in the oil painting class, the impact is significant, unintended, difficult to learn about, and probably impossible to measure. So too is measuring the impact of a man fulfilling a lifelong ambition to create furniture after he took a community education class in furniture making. Often not difficult to find, but impossible to measure, these examples reveal the importance of personal interviews and recording verbatim comments as well as other data gathering methods and statistical reporting.

Sample Evaluation Question with Possible Sources and Indicators

Question: *To what extent have job-related educational activities increased the employability of individuals?*

Possible Sources of Information:

- Community education director/staff
- Instructors in job-related educational activities
- Sampling of students/trainees
- Employment agencies
- Followup studies on employment of students/trainees

Possible Indicators of Performance:

- Evidence that numbers of students/trainees have received employment related to educational/skills training.
- Evidence that students/trainees are considered more qualified for employment by employment agencies/potential employers.

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A Sample Community Education Performance Report

The general purpose of this part of the program evaluation guide is to present a sample performance report useful in the program in general and in the evaluation in particular. This performance report is designed to be completed by local program staff. It offers a standard means and format for collecting basic program data, and will be useful to the local program in conducting its evaluation and in reporting the results to others.

In addition to the use of this report in the program evaluation, the information collected will provide a data base which the program -- local, state or national, as applicable -- can tap to establish a basis: (1) for changes in policy; (2) for identifying appropriate resources, assistance and linkages needed to upgrade existing programs; and (3) for assessing trends in the program. Impacts on the communities served, the involvement of local education agencies and organizations, etc., can be examined for patterns of development.

The performance report is <u>not</u> an evaluation instrument per se. Instead, it is an instrument to gather and report specific descriptive/statistical information on the characteristics and activities of the program. As such, it has uses (suggested earlier) apart from evaluation and may also be helpful in evaluation efforts (as discussed in Part 1, Section C.)

ADP Only	
Code	C/Col

1. Demographic Data

Demographic Profile of Community Education Program (CEP)

Total population in CEP service area: _____

Number of schools in service area: _____

Number of districts served by CEP: _____

2. School Use Data

In general a community school or center is one which is the focal part of a total community program providing a variety of programs/services to all age groups on a year-round basis, 6-7 days/week, 12-18 hours/day, and which draws upon many community resources. This is distinct from buildings which simply offer space for CE programs, services, meetings or administrative offices.

Purpose of Buildings, Facilities Used by CEP	No. of Non-School Facilities Used by CEP*	No. of School Buildings Used by CEP*
A. Buildings Used for Community Schools/ Centers		
B. Buildings Used for Classroom/Meeting Space Only		
C. Buildings Used for Administrative Offices Only		
D. TOTALS		

*Sum of rows A, B, and C must equal entry in row D.

3. School Use

Indicate the number of days per week by time of day school facilities are used for CE program activities other than those which are part of the regular K-12 program. For example, if school facilities are used for community education activities Monday-Saturday from morning through evening, enter "6 days" in all categories; if they are used Tuesday and Thursday evenings plus Saturday and Sunday mornings and afternoons, enter "2 days" in evening (after 6 PM) and "2 days" for morning before noon and "2 days" for afternoon.

Number of days per week by times of the day school facilities are used by the CE program (other than K-12 programs)

	Fall, Winter, Spring	Summer
Morning (before noon)		
Afternoon (noon-6 PM)		
Evening (after 6 PM)		

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4. Policy Support

Indicate what type of official action, if any, has been taken by the school board and/or the local government(s) concerning community education. Local government includes city, town, county and other general purpose unit.

(Check (✓) all that apply)

	None	Specific project approval	General CE endorsement	Other
School Board				
Local Government				

5. State and Local Funds

Indicate the amount of state, local and other funds appropriated in the form of actual cash. Separately indicate the dollar equivalent of in-kind and service contributions. Do not include money received as tuition, fees or other direct reimbursements from participants. Also, do not include value of space or other physical facilities. "Local" sources include school district, general government, other agencies, etc. "Other" might include foundations, etc. Do not include federal grants in this table.

Cash Funds Appropriated for CE	Equivalent in Personnel, Services and Materials/ Equipment
Local $ _____	$ _____
State $ _____	$ _____
Other $ _____	$ _____

6. Use the following table to indicate responses for Items 6.A. and 6.B.

A. In the past 12 months, has the CE program sponsored a written assessment of any of the following (1, 2, 3 and/or 4)?

B. To which of these has the CE program contributed?

(Check (✓) all that Apply)

	Item 6.A. Sponsored	Item 6.B. Contributed to
1. Community needs, interests, concerns		
2. Educational, cultural, recreational resources		
3. Resources available from other agencies		
4. The quality of the CE program		

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7. Program Objectives

Use the following table to indicate responses for Items 7.A. and 7.B.

A. Give a priority ranking to each of your program objectives. Please add any that are not covered in the list and write "N/A" for the listed ones which do not apply to your program. In the first column of the table, choose the objectives with the highest priority and place a "1" to the right of that objective. The 2nd highest priority should receive a "2" etc., until all applicable objectives have been given a priority. More than one objective may not have the same rank order.

"Regular instructional program" is used to mean the required school program for school age children that usually takes place between 8:30 AM and 3:30 PM. All other activities within the school or sponsored by the school are considered the "optional program."

B. In the remaining columns of this table, place a check (✓) in the appropriate column indicating the degree to which you have met your formalized objectives during the past 12 months.

	ITEM 7.A.		ITEM 7.B.				
	Priority		Met (100%)	Almost Met (75%)	Some Progress (50%)	Little Progress (25%)	Not Addressed (0%)
Coordinating existing community services/ programs							
Providing educational services/ programs to out-of-school youth and adults							
Expanding the use of schools							
Providing for the integration of, and reinforcement between, the schools' regular instructional and optional programs							
Increasing community involvement in school and other public decision-making processes							
Other Objectives (specify)							
Other Objectives (specify)							

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8. For each type of CEP staff, report the number of paid personnel in each of the following categories.

Item 8. Staffing

For each type of staff (i.e., administrative/supervisory, clerical/support, etc.) report (a) the total number of full-time and part-time paid personnel, (b) the number of full-time and part-time paid personnel with academic degrees (AA, BA, MA, PhD.) in CE, (c) the total number of paid personnel who received CE training in the past 12 months and (d) the number of full-time equivalent paid personnel. Paid personnel are defined as individuals receiving monetary compensation for performing community education program services, regardless of source of funds (i.e., tuition, LEA, etc.). Staff of separate agencies (e.g., social services, YMCA, etc.) should be included only when they are under the administrative supervision of the CE director/coordinator.

In the number of full-time Equivalent Personnel column (d), convert the personnel in column (a) into an equivalent number of full-time personnel according to the formula or method used locally for determining full-time employment. Specify the formula or methods used in each category in column (e).

NUMBER OF PAID PERSONNEL BY TYPE AND AMOUNT OF TRAINING

	Col. a	Col. b	Col. c	Col. d	Col. e
	TOTAL NUMBER OF PERSONNEL (BOTH FULL AND PART-TIME)	NO. WITH ACADEMIC DEGREE OR SPECIALIZATION IN CE	NUMBER RECEIVING CE TRAINING DURING PAST YEAR	NUMBER OF FULL-TIME PERSONNEL EQUIVALENT	Indicate Formula, e.g., FULL-TIME EQUIVALENT = ___hrs/days/wks
Administrative/ Supervisory					
Clerical/ Support					
Building Coordinators					
Teachers/ Instructors					
Paraprofessionals					
TOTALS					

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Code	C/Col

9. Program Boards/Councils

Report the total number of project-related boards or councils ("advisory councils," etc.), and the number of members representing each of the listed groups. Also complete the table indicating the responsibilities of the boards/councils and list major CE-related successes or tasks.

A. How many boards/councils are directly related to the CE program?

_____ (number)

B. How many of each of the following are members of CE program councils?

Representative of:	Number*
CE program staff	
Other LEA staff	
Community agencies	
Citizens groups	
Private citizens	
Business/industry	
Other	
TOTAL (unduplicated count)	

*Count an individual only once.

C. Enter the number of councils for each listed level and area of responsibility.

Area of Responsibility / Level of Responsibility	Primary Responsibility	Partial Responsibility	No Responsibility	Total*
Assessing community needs/resources				
Preparing proposals for program funds				
Developing/planning educational programs				
Implementing programs/community problem-solving				
Evaluating programs				
Communications/Public relations				
Other (specify)				
Other (specify)				

*Total number of councils should be same for each row and for Item 9.A.

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10. Cooperating Community Agencies

Complete the following table with check marks (✓) indicating which types of community agencies cooperate with the community education program and the areas of cooperation. Health organizations include departments of mental health and department of mental retardation. Human Resource agencies may include job training, social services, welfare, etc.

Types of Cooperating Agencies / Areas of Cooperation	Health Organizations	Parks and Recreation	Aging	Human Resource Agencies	Community Colleges	Otner(Specify)	Other(Specify)
Participation on Inter-agency Council/Joint Committees							
Mutual Referral of Clients							
Shared facilities/ equipment/materials							
Shared personnel/ volunteers for program							
Joint funding of projects							
Other (specify)							
1.							
2.							

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11. Please report the following program information in Items 11.A.-D.

Item 11. Program and Participants

Report the total number of classes for courses offered during a year. These include the following three categories of courses:

General interest courses - recreation and leisure courses, arts and crafts, physical fitness, consumer education, cultural offerings, and non-credit academic courses;

Basic Educational Attainment courses - all courses which have subject matter related to education up to the twelfth grade, including GED preparation and "survival skills,"; and

Work-related courses - courses designed for training for a trade or technical career and courses to develop or upgrade professional skills.

Report each different health or social service as one service regardless of how many times it is performed (e.g., a senior citizen health clinic program would count as one regardless of how many times a year the clinic saw patients). Include preventive health and nutrition programs as well as treatment programs.

For recreational/social/cultural activities report the average number of such activities per week (e.g., if a gym is open for sports three nights a week, count it as 3, if it is open twice a month, count it as 1/2). Within a district, total the number of such weekly activities in all participating schools/locations.

For groups using CE facilities (i.e., facilities available for use because of the CE program) report the total number of different groups that have a separate existence apart from the CE program. Groups in which the CE program/staff play an integral role should be included in one of the preceding categories (e.g., as a recreational/social/cultural activity).

In counting participants, count each individual only once for each type of program/service; e.g., a person who takes several credit courses counts only once in that category and one who takes credit courses and attends recreational activities counts once in each category.

A.

Courses Offered	Number of Classes	Number of Participants by Age Group			
		Pre-School	K-12 Students	Adults (16-64)	Senior Citizens (65+)
1. General Interest Courses					
2. Basic Educational Attainment Courses					
3. Work-related Courses					
4. TOTAL					

ADP Only	
Code	C/Col

B.

Services Offered	Number of Activities	Number of Participants by Age Group			
		Pre-School	K-12 Students	Adults (14-64)	Senior Citizens (65+)
1. Health/Social Services (average per week)					
2. Recreational/Social/ Cultural Activities (average per week)					

C. How many groups are presently using CE facilities? (average per week) _____

D. Check (✓) if there are programs/services for the listed special needs groups.

Program/Service	Special Needs Group		
	Mentally Handicapped	Physically Handicapped	Limited English Speakers
1. General Interest Courses			
2. Basic Educational Attainment Courses			
3. Work-related Courses			
4. Health/Social Services			
5. Recreational/Social/ Cultural Activities			

ADP Only	
Code	C/Col

12. Check (✓) whether or not the program includes the following:

	Yes	No
1. Preventive health, dental care, or nutrition activities		
2. Activities or services designed to reduce the incidences of suspension, expulsion or other disciplinary action involving chronically maladjusted students		
3. Activities or services for rehabilitation of juvenile or adult offenders		
4. Parent education for care, development and education of handicapped children		
5. Specialized high schools or schools within schools organized around particular interests (e.g., art, science)		
6. Family education activities focused on families with children below the age of six.		

13. Major Issues

Briefly list and describe any major neighborhood, community or community sub-group problems or issues that have been addressed by the CE program (i.e., required program resources such as staff and/or advisory council time) which may not be reflected in a list of classes/activities/ services.

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14. Regular School Program

Complete the table regarding the effects which the community education program has had upon the school's regular K-12 instructional program. Please add others not listed. If there is evidence of the CE program's contribution which is available for review by an independent evaluator, check (✓) the yes column; if not, check no. If evidence is readily available and in written or tabular form, please attach a copy of this report.

Type of Contribution	Yes	No	Description of Evidence
Increased Community-based Instructional Materials			
Increased Community Member Volunteers			
Increased Enrichment Opportunities for Students			
Increased Discretionary Funds for Teachers/Staff			
Increased Use of Community Facilities for Instruction			
Reduced School Vandalism			
Improved Student Attitudes Toward School			
Improved Community Support for Schools			
Increased Student Interaction with the Community			
Increased School Staff Interaction with the Community			
Other (specify)			

ADP Only	
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15. Below (and on the back of this form if necessary), describe what you consider to be the two or three major effects of your CE program on: (a) the school district; (b) the community; and (c) individual participants. Also, please check (✓) the type of impact each has had.

	DESCRIPTION OF EFFECT	Type of Impact (Check (✓))				
		Negative	None	Slightly Positive	Somewhat Positive	Very Positive
School District						
Community						
Individual						